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Moreover, there is a crying need for efficient and prompt bibliography and abstracts of scientific output. It is here that the sympathetic capitalist can contribute to the advancement of science almost as much as he could, were he himself one of the foremost research workers. He can contribute to a very essential phase of scientific progress, namely, the prompt distribution of new knowledge and the prevention of avoidable waste of effort. Essential agencies in the dissemination of knowledge are abstracts and bibliographies. Except in chemistry and medicine, the United States has been derelict in the discharge of its share of obligation in this regard. The Great War has disarranged what was being accomplished in Europe and the present international situation is much worse than that of eight years ago.

"The need of the hour is not only adequate funds for printing, but also new, more instantaneous and effective methods of distribution. Some advance is desired which will accomplish for the twentieth century what the invention of printing achieved for the fifteenth century and photography for the nineteenth century. Scientific discovery should take up as one of its problems its own more efficient progress. Science should bend its efforts to devise new plans to accelerate its own rate of advancement. . . . The possibilities of the radiophone seem almost unlimited. It can be made to do what it is not yet doing. When John Smith has a new result, it lies theoretically within his power to transmit it instantaneously to his co-workers all over the world. And if such were done, the largest part of the waste of mental effort could be avoided."

FLORIAN CAJORI, in *Science*.

HOW TO PICK A PRESIDENT.—"Given the right man in the presidency of the college, the first thing he has to adjust is his board of trustees. It takes a long time for even a very powerful president to convince a trustee of his destination, beyond which 'his ticket does not read.' The most successful college president is he who has been most deft and diplomatic in locating the boundaries of trustee control. The trustees are ordinarily the custodians of the property—often very large—and of the general purpose and policy of the institution. The trouble comes—and this is illustrated in the case of most of the rows in which college presidents find themselves—when

the trustees spill out of their domain and undertake to dominate details.

“One of the most vicious by-products of the war is a faith in the efficacy of propaganda on all subjects. Trustees more than anybody else have tried to inject this into the colleges, and to bend the teaching function and the apparatus of truth seeking to the purposes of specific propaganda. This is waning, to be sure; but there are still good men on boards of trustees and overseers who are seeking to fill faculties with men whose special business shall be to preach certain doctrines and theories about national and world politics, about property, and economic relationships. A few brave college presidents have fought this tendency from the outset as injurious to the cause of education; others are finding voice against it; presently now the movement will subside and the trustees will get back to their business.

“All the college presidents with whom I have talked believe that a trustee should be invariably a graduate of the college; that this is not the place for the injection of ‘outside’ blood. I think they are mistaken; that every board of college trustees should contain not only one or more graduates of other colleges, but a representation of the outside, non-collegiate world. One trouble with these institutions, especially those heavily endowed and so more or less independent of public confidence and support, is that they get a disproportionate idea of their own importance and omniscience; have a super-sense of the impeccability of their own institution and a more or less dense ignorance of the progress of the world. Only about one per cent of the population gets to college at all; they would do well to consult in matters of policy and management with selected representatives of the human race. Moreover, college presidents and trustees might once in a while recall the fact that even the most impregnable endowed institution is heavily subsidized by the public through the mere fact—so often naïvely overlooked—of exemption from the taxation which falls so heavily upon the rest of us. They have scant title to regard their doings as none of our business. What if we should change our minds and tax them as we tax ourselves?

“And then there is the faculty. It is customary to think of the faculty as a unified machine made up of uniform pieces. Not so; they are terribly human, with individual prejudices and ambitions.

The most terrible thing about them is that they *wear out*. The most important part of the equipment of a college is its teachers, and the hardest thing a college president has to do—if he is a man with a heart in his body, and especially if he is a new president with the job of re-organizing and strengthening his faculty—is to recognize and act upon the fact that a piece of this equipment has worn out in the service. Perhaps the greatest single obstacle to the efficiency of a faculty is the presence in it of so many men who *were* efficient—twenty years ago. What can be done about it? Shall you fix an age limit, a retirement maximum, a date when a man must get out because he is sixty, sixty-five, or even seventy years of age? William Graham Sumner at his lowest waning point was better than some men that I could name who are still in the forties? And who has the audacity to say to a teacher who for love of his work has served at starvation pay for forty years after living decently and educating his children, to save little or nothing for old age: ‘Step out, now, Old Faithful; here’s your hat—you have become obsolete.’ Yet many of these men, loyal, well intending, still useful as teachers within a limited field, have not been able to adjust themselves mentally to changing conditions and human states of mind, and with a pure desire to serve the best, stand squarely across the road of progress and retard the steps of the college as otherwise it would climb out of its rut and join the procession. What shall a humane but progressive president do with such as these? The values in college life are largely imponderable.

“And the alumni—God bless them, what a joke they are! They take themselves so seriously—like parents who think that the mere fact of parenthood has given them title to speak from Sinai. Where did the average alumnus learn anything about a college? On what football field? It is only a little while since sixty-five per cent of them got through their mid-year examinations by the skin of their teeth. They had a lot of fun in college; they know how this year’s baseball team is doing. But what do they know about the college! If you wanted to know which college had the best course in law or astronomy, economics or business administration, would you try to find out from the alumni? What do they do at class reunions, of any old college—study and discuss the problems and welfare of the institution? Not so that you could observe it with the naked eye!

"What is the influence of the alumni upon the student body? What do these big brothers talk about to the boys still in college? I will tell you in the words of an alumnus who owned up very frankly to me that what a college ought to expect from its alumni, so far as the fitness of most of them to give anything else was concerned, was 'money and silence.' . . .

"The college president's job, then, is somehow to educate into a common understanding and a common purpose five separate and curiously diverse elements, each indispensable in the situation, and each filled with good intentions, and infinite potentialities: himself, his trustees, his faculty, his alumni, and his students. It's a man's job."

JOHN PALMER GAVITT, in the *New York Evening Post*.

ECONOMIC CONDITIONS.—"——University<sup>1</sup> is right. It is absurd to expect a married man to live on nothing at all, and you can't blame him if, while *trying* to live on nothing at all, he picks up odd jobs outside his university work. But——University has adopted the wrong corrective. Instead of forbidding instructors to marry, it should cut down the number of its faculty so as to leave enough money to go around. The truth is, faculties are in the situation of the coal miners: they number too many men. A "fact-finding" committee composed of business men would undoubtedly discover that our universities cannot furnish enough productive work for their vast army of laborers. We do not overlook the fact that instructors groan under the burden of many hours of teaching and committee meetings. What we are laying stress on is *productive* work. We can see no reason for dividing knowledge up into such snippets as provide the excuse for many a course. If one-quarter of the courses offered in any large university were to be discarded, the result would not be calamitous but beneficial. Or suppose that our highly specialized present system were practiced in, say, four universities, one each in the East, West, North and South, and that the remaining universities were satisfied with a more modest programme. Think of all the overlapping which would be avoided, and think of the fat salaries that universities could then provide."

*The Independent.*

<sup>1</sup> The name of the institution is omitted as there appears to have been no basis for including it. (EDITOR.)